



PROGRAM STANDARDS FOR MARKETING AND COOPERATIVE EDUCATION

**Marketing and Cooperative Education
Division of Vocational and Adult Education
Missouri Department of Elementary and Secondary Education
September, 1997**

INTRODUCTION

Program assessment should be a continual process within educational institutions. Assessment of individual programs is an integral part of a school district's plan to evaluate the overall effectiveness and/or efficiency of the district's programs and services. The assessment process provides information vital to determining the extent to which the district's goals and objectives are being met. The standards in this document were derived from earlier program standards, but revised to fit the new standards adopted for the Missouri School Improvement Program (MSIP). In this way assessment of the Marketing and Cooperative Education programs can be an integral part of the school district's MSIP review.

The standards in this document are designed to guide teachers, administrators, program advisory committee members, or other individuals or groups in assessing Marketing and Cooperative Education programs. Although the objective of any evaluation process is improvement, some specific uses of this document could include:

1. A program review in preparation of a Missouri School Improvement Review.
2. A program evaluation involving identification of strengths and areas needing improvement.
3. Guidance in the development of program and course objectives, and program revisions.
4. Orientation of administrators to the needs and benefits of Marketing and Cooperative Education programs.
5. A guide for teachers new to the program area.
6. Professional development for teachers.

Several sources were used to develop these *Program Standards for Marketing and Cooperative Education*. These standards are designed to support the *Accreditation Standards for Public School Districts in Missouri* adopted by the State Board of Education in December, 1996. The *Missouri Marketing Education Program Improvement Review Guide*, developed in 1991 through a grant to the Marketing Education program at the University of Missouri - Columbia by Dr. Clifton Smith served as a reference for the program specific standards. *Standards for Excellence in Marketing Education - High School Programs* published in 1987 by the Marketing Education Resource Center, a division of IDECC, Inc. also provided some program specific information. Incorporated throughout the standards are policies and procedures currently in place for program operation established by DESE guidelines.

**MARKETING AND COOPERATIVE EDUCATION
PROGRAM IMPROVEMENT SUMMARY PROFILE**

School _____

Date _____

	Number of Standards	Number Met
1. Resource	4	
2. Curriculum	3	
3. Instruction	6	
4. Vocational Student Organization	2	
5. Instructional Climate	1	
6. Guidance	3	
7. Professional Development	1	
8. Program Administration	6	
9. Facilities	1	
10. Performance	7	

Reviewer(s) _____

MARKETING AND COOPERATIVE EDUCATION PROGRAM DOCUMENTATION

- Curriculum guide for each course
- Record keeping system for student competency mastery
- Course description for each course in the program
- List of support services provided for students enrolled in program
- Results of labor market and student needs assessments
- Membership roster for vocational student organization
- Current program of activities for vocational student organization
- A copy of training agreement
- A copy of instructional management plans or training plans
- Evaluation forms used for cooperative education
- List of training stations, to include students assigned, training sponsor and phone number.
- Any application forms, selection criteria, or recruitment materials
- Advisory committee membership roster and minutes of meetings
- Program evaluation plan and latest report
- Student follow-up data
- Long range plans for program improvement
- Copies of articulation agreements with postsecondary institutions
- Teacher assignment schedule
- Enrollment data for each course
- Equipment inventory
- Teacher professional development plan
- Teacher certification renewal file
- Copy of the teacher's certificate
- Program and vocational student organization budget
- Copy of policies and procedures for the program
- A record of teacher and student involvement with the community

RESOURCE STANDARDS

1.A The program offers a coherent sequence of courses leading to occupational competence.	___ Met ___ Not Met
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- | | Yes | No |
|---|--------------------------|--------------------------|
| • The program offers at least 2 courses. | <input type="checkbox"/> | <input type="checkbox"/> |
| • The program offers at least 3 units of credit. | <input type="checkbox"/> | <input type="checkbox"/> |
| • Cooperative education or internship is an optional course for students enrolled in the program. | <input type="checkbox"/> | <input type="checkbox"/> |

1.B The teacher has a valid 5 year renewable teaching certificate for the program area.	___ Met ___ Not Met
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- | | | |
|--|--------------------------|--------------------------|
| • The district has on file a current teaching certificate for the teacher for the program area. | <input type="checkbox"/> | <input type="checkbox"/> |
| • The teacher maintains a file containing documentation of completion of the requirements for renewal of the teaching certificate. | <input type="checkbox"/> | <input type="checkbox"/> |

1.C Course offerings are appropriate for meeting the needs of students and employers.	___ Met ___ Not Met
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- | | | |
|--|--------------------------|--------------------------|
| • Course offerings are based on enrollment trends, student interest surveys, and employment needs. | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|

1.D Class size is appropriate for the program area.	___ Met ___ Not Met
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- | | | |
|--|--------------------------|--------------------------|
| • Class size does not exceed 30. | <input type="checkbox"/> | <input type="checkbox"/> |
| • The number of students enrolled in the cooperative education component does not exceed 15 for each period of teacher supervision time. | <input type="checkbox"/> | <input type="checkbox"/> |

Comments on Resource Standards:	Number of Standards Met: _____

PROCESS STANDARDS

2. Curriculum

2. A The program has a written curriculum and services to meet the needs of students. The curriculum is congruent with the overall philosophy of the program	___ Met ___ Not Met
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- | | Yes | No |
|---|--------------------------|--------------------------|
| • The written curriculum is formally adopted by the board. | <input type="checkbox"/> | <input type="checkbox"/> |
| • The written curriculum guide includes the following components: | | |
| rationale which relates the program goals to the district's mission and philosophy | <input type="checkbox"/> | <input type="checkbox"/> |
| a general description of the content of the program | <input type="checkbox"/> | <input type="checkbox"/> |
| general goals for graduates in the program area | <input type="checkbox"/> | <input type="checkbox"/> |
| cross references to the knowledge (content), skills and competencies (process) students need to meet the goals established by the district and the Show Me Standards. | <input type="checkbox"/> | <input type="checkbox"/> |
| • Curriculum and instructional strategies have been developed which integrate academic and vocational competencies. | <input type="checkbox"/> | <input type="checkbox"/> |

2. B The curriculum has been developed with appropriate input and is reviewed on an annual basis.	___ Met ___ Not Met
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- | | | |
|--|--------------------------|--------------------------|
| • The curriculum guide is utilized by staff planning the instructional program and in the delivery of educational services. | <input type="checkbox"/> | <input type="checkbox"/> |
| • Systematic procedures are in place to evaluate and revise the curriculum regularly based on actual student needs and indications of student mastery. | <input type="checkbox"/> | <input type="checkbox"/> |
| • Articulation agreements have been implemented with postsecondary institutions and/or with other community resources, where appropriate. | <input type="checkbox"/> | <input type="checkbox"/> |
| • The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs, and instructional technology. | <input type="checkbox"/> | <input type="checkbox"/> |
| • Resources in the community are used to enrich the curriculum. | <input type="checkbox"/> | <input type="checkbox"/> |

2. C Learner outcomes and competencies for each course are clearly stated.	___ Met ___ Not Met
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- | | | |
|--|--------------------------|--------------------------|
| • The curriculum for each course/program has identified competencies organized as units of instruction, with appropriate assessment methods and resources. | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|

Comments on Curriculum Standards:	Number of Standards
	Met: _____

3. Instruction

3. A Classroom instruction is congruent with the written curriculum.	<u> </u> Met
	<u> </u> Not Met

Yes No

- Daily lesson plans derived from the curriculum guide are used to direct the educational process. ☐ Yes ☐ No
- The teacher is instructed in the use of non-biased practices and language which has been reinforced by policies, procedures and/or on-going awareness training to recognize racial, cultural, gender, or disability bias in curriculum and instructional practices. ☐ Yes ☐ No

3. B Students have the opportunity to participate in a variety of work based experiences, including cooperative education.	<u> </u> Met
	<u> </u> Not Met

- Students are enrolled in both the class and the supervised employment simultaneously. ☐ Yes ☐ No
- Training stations are appropriate for the occupational area of the program. ☐ Yes ☐ No
- There is a written Instructional Management Plan between the school and the training sponsor on file for each student. ☐ Yes ☐ No
- There is a written training agreement between the school and the training sponsor on file for each student. ☐ Yes ☐ No
- The teacher provides both in class instruction and supervision. ☐ Yes ☐ No
- The teacher has extended employment based on the number of students participating in the cooperative education component. ☐ Yes ☐ No
- The teacher has adequate supervision time in their schedule based on the number of students participating in the cooperative education component. ☐ Yes ☐ No
- Evaluation of students on the job includes occupationally specific skills as well as general workplace readiness. ☐ Yes ☐ No
- The teacher provides frequent supervision at the training station. ☐ Yes ☐ No
- The teacher closely screens and approves training stations. ☐ Yes ☐ No
- There is evidence that the cooperative education component of the program has the support of the counselors, administrators and business community. ☐ Yes ☐ No

3. C Sufficient breadth and depth of instruction is provided in the classroom to meet the needs of all learners.	___ Met ___ Not Met
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Yes No

- Varied instructional strategies are used to address all learning styles. ☐ ☐
- Coordination procedures have been developed to insure appropriate instruction, review, and reinforcement for individual students served by special/support programs. ☐ ☐
- Students are provided appropriate support services (including supplementary aids and accommodations, when needed) to enter and succeed in the vocational education program. ☐ ☐
- The teacher is knowledgeable about special/support programs offered by the district, and actively participates in the Individual Education Plan process. ☐ ☐

3. D The teacher monitors student progress toward course objectives and learner outcomes	___ Met ___ Not Met
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- Program and/or course objectives, assessment methods and performance expectations are shared with students and parents/guardians prior to instruction. ☐ ☐
- An instructional management system exists for reporting student and class mastery of curriculum competencies. ☐ ☐

3. E The teacher and students have access to resources to effectively implement the curriculum of the program.	___ Met ___ Not Met
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- Resources in the community are utilized to enrich the curriculum. ☐ ☐
- Procedures are in place for the periodic updating and replacement of instructional materials. ☐ ☐

3. F Equipment for the program supports the curriculum and instructional process.	___ Met ___ Not Met
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- Appropriate instructional technology is available for students and staff. ☐ ☐
- Equipment is in good repair and proper working order. ☐ ☐
- There are procedures for reporting and requesting repairs, and repairs are made promptly. ☐ ☐

Comments on Instruction Standards:	Number of Standards
	Met: _____

4. Vocational Student Organization

4. A Students are provided an opportunity to participate in DECA as part of the program.	___ Met ___ Not Met
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- | | Yes | No |
|--|--------------------------|--------------------------|
| • DECA is an integral part of the program operation. | <input type="checkbox"/> | <input type="checkbox"/> |
| • DECA is under the supervision of the program teacher. | <input type="checkbox"/> | <input type="checkbox"/> |
| • The administration provides recognition and support for DECA. | <input type="checkbox"/> | <input type="checkbox"/> |
| • Resources are provided for the students and the teacher to participate in DECA activities. | <input type="checkbox"/> | <input type="checkbox"/> |

4. B There is a program of activities developed for the year which includes school and community service projects, leadership development activities, and the competitive events program	___ Met ___ Not Met
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- | | | |
|---|--------------------------|--------------------------|
| • A program of activities is developed annually by students and the teacher and is based upon the goals, objectives, and curriculum of the program. | <input type="checkbox"/> | <input type="checkbox"/> |
| • The program of activities includes a series of activities scheduled throughout the school year. | <input type="checkbox"/> | <input type="checkbox"/> |
| • The DECA program of activities directly supports achievement of curriculum competencies. | <input type="checkbox"/> | <input type="checkbox"/> |

Comments on Vocational Student Organization Standards:	Number of Standards
	Met: _____

5. Instructional Climate

5. A The instructional climate for the program is conducive to learning and emphasizes the capabilities of each student and the worth of all students.	___ Met ___ Not Met
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- | | Yes | No |
|--|--------------------------|---|
| • The teacher holds high expectations for teaching and student learning. | <input type="checkbox"/> | <input type="checkbox"/> |
| • Attendance by students and staff is high. | <input type="checkbox"/> | <input type="checkbox"/> |
| • The teacher accepts the responsibility of reducing student failure and promoting student success. | | <input type="checkbox"/> <input type="checkbox"/> |
| • Each student is given the opportunity to succeed in school. | <input type="checkbox"/> | <input type="checkbox"/> |
| • Student work is displayed in the classroom and the building. | <input type="checkbox"/> | <input type="checkbox"/> |
| • The classroom is orderly; standards of conduct are understood by everyone and enforced consistently. | <input type="checkbox"/> | <input type="checkbox"/> |
| • Classroom organization provides for optimum use of instructional time, equipment, and resources. | <input type="checkbox"/> | <input type="checkbox"/> |

Comments on Instructional Climate Standards:	Number of Standards
	Met: _____

6. Guidance

6. A The program has sequential activities designed to assist students with making career and educational choices.	___ Met ___ Not Met
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- | | | |
|---|--------------------------|--------------------------|
| • Educational/vocational information resources are readily available to students. | <input type="checkbox"/> | <input type="checkbox"/> |
| • The counseling staff provides classroom instruction on career development topics. | <input type="checkbox"/> | <input type="checkbox"/> |

6. B A recruitment plan is implemented for the program.	___ Met ___ Not Met
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- | | | |
|--|--------------------------|--------------------------|
| • Recruitment efforts are focused on the needs, interests, and career objectives of the students in response to the needs of the business community. | <input type="checkbox"/> | <input type="checkbox"/> |
| • The recruitment plan seeks to enroll students representative of the total school population. | <input type="checkbox"/> | <input type="checkbox"/> |

6. C The admissions policy for the program adheres to the philosophy and goals of the school.	___ Met ___ Not Met
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Yes No

- Students enrolled in the program have an interest in the career area and the ability to benefit from the program. ☐ ☐
- The teacher obtains assistance from the guidance staff and others within the school for recruiting and selecting students. ☐ ☐
- All students have equal access to the program and its activities. ☐ ☐
- Program enrollment is representative of the total school population with respect to race, gender, and disability. ☐ ☐

Comments on Guidance Standards:	Number of Standards
	Met: _____

7. Professional Development

7. A Professional growth is a continuous process of refining skills and keeping current with new developments in the fields of education and business.	___ Met ___ Not Met
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- The teacher prepares and follows an annual plan for professional growth and development. ☐ ☐
- The teacher participates in technical and professional activities to update knowledge and skills. ☐ ☐
- Time is provided to staff as an encouragement to participate in staff development activities. ☐ ☐
- The teacher has been trained, within the last three years, in recognizing the signs and symptoms of substance abuse and has been trained in implementing the district's intervention strategies. ☐ ☐
- The teacher is encouraged to maintain membership in and participate in professional organizations. ☐ ☐

Comments on Professional Development Standards:	Number of Standards
	Met: _____

8. Program Administration

8. A The program has a written statement of educational mission and overall goals.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
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Yes No

- The statement of mission and goals includes the purpose and goals established for the program area. ☐ ☐
- Provisions are made for the periodic review and appropriate modification of the program goals to reflect current conditions with input from students, parents, and community representatives. ☐ ☐
- The mission and goals reflect the needs of all students, the labor market and the community. ☐ ☐

8. B There is a written plan to evaluate the effectiveness of the program.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
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- Performance measures and standards have been identified for every course offered in the program. ☐ ☐
- An evaluation based on performance measures and standards is conducted annually. ☐ ☐
- A long range plan for program improvement has been developed based on the evaluation. ☐ ☐

8. C There is a written set of policies and procedures which guide operations of the program.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
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- Written policies are in place for the program, and shared with students and parents. ☐ ☐
- There is provision for periodic review of the policies by the teacher, administrators, and students. ☐ ☐
- The program is in compliance with policies and standards established by state and federal education agencies. ☐ ☐

8. D There are procedures in place to ensure efficient financial management and accountability.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
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- The teacher provides input for determining the program budget. ☐ ☐
- An accounting system is in place to provide for the complete and systematic record of all funds received and expended, and appropriate school accounts are utilized. ☐ ☐
- An inventory of equipment purchased with state and/or federal funds is maintained or the program. ☐ ☐

8. E An advisory committee provides community input and support for the program.	___ Met ___ Not Met
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Yes No

- An advisory committee has been established and is active. ☐ ☐
- The advisory committee has a written program of activities ☐ ☐
- The advisory committee membership is appropriate for the program area. ☐ ☐

8 F The teacher systematically and frequently provides information to various groups about the activities of the program.	___ Met ___ Not Met
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- A written marketing plan provides guidance for providing information to various groups. ☐ ☐
- The teacher maintains open communications with local media and school district public information staff. ☐ ☐
- The teacher participates in local community organizations and activities. ☐ ☐

Comments on Program Administration Standards:	Number of Standards
	Met: _____

9. Facilities

9. A Facilities are healthful, adequate in size, clean, well-maintained and appropriate to house the program.	___ Met ___ Not Met
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- The program is housed in appropriate facilities, to include a private office for the teacher with telephone. ☐ ☐
- Adequate maintenance services are provided to maintain all educational facilities in a clean, safe and orderly state. ☐ ☐
- All observed safety and emergency devices are in place and operational. ☐ ☐
- Staff members and students are trained in the safe and proper use of all safety and emergency devices where applicable. ☐ ☐

Comments on Facilities Standards:	Number of Standards
	Met: _____

PERFORMANCE STANDARDS

10. A All students enrolled in the program demonstrate mastery of at least eighty percent (80%) of the curriculum competencies identified by the program.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
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10. B All students enrolled in the program demonstrate mastery or gain in basic and advanced academic skills in mathematics, communications arts, science, and social studies.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
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10. C The placement rate for students completing the program into employment, further education or training, or military training is at least eighty-five percent (85%).	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
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10. D The placement rate for students completing the program into <i>related</i> employment or education is at least sixty-five percent (65%).	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
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10. E The percent of school graduates who complete the program is at a high level (twenty percent 20%) or is increasing.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
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10. F The percent of students enrolled in the program who drop out of school is smaller than the drop out percent for the school in general.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
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10. G The percent of students enrolled in the program who are in regular daily attendance is higher than the percent for the school in general.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
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Comments on Performance Standards:	Number of Standards
	Met: _____

STRENGTHS: Summarize below the major strengths of the program, citing the related standard.

CONCERNS: Summarize below major concerns for the program, citing the related standard.

GENERAL COMMENTS OR SUGGESTIONS FOR PROGRAM IMPROVEMENT: